

**ASSOCIATE SUPERINTENDENT APPROVAL** \_\_\_\_\_

**STATE BOARD MEETING DATE** May 21, 2007

**SUBJECT:** High School Social Studies Requirement

**SUBMITTED BY:** Cheryl Lebo, Associate Superintendent, Standards and Assessment; Carol Warren, Education Program Specialist – Social Studies

**MANAGEMENT TEAM REVIEW:** May 3, 2007

**BACKGROUND INFORMATION:**

The Social Studies Standard Writing Committee during their articulation and revision of the 2000 Social Studies Standards recognized the need for today's students to receive a comprehensive education in the social studies. In order for high school students to take the necessary courses to achieve this goal, we recommend that the current high school graduation requirement of two and one half credits in social studies be increased to a minimum of three credits.

The current wording of the State Board Rules (R7-2-302) regarding high school graduation requirements reads:

- a. One and one-half credits in instruction in the essentials, sources and history of the constitutions of the United States and Arizona and instruction in American institutions and ideals and in the history of Arizona.
- b. One credit of world history/geography.

The committee recommends that these minimum requirements be modified to read:

- a. One credit American History: instruction of American institutions, ideals, and history, and in the history of Arizona.
- b. One credit of world history/geography
- c. One-half credit government: instruction in the essentials, sources and history of the constitutions of the United States and Arizona (Civics/Government)
- d. One-half credit of economics

This action strengthening the rigor of economic education in our high schools will also support the state's desire to increase our students' experience in mathematics. Mathematical processes and concepts are an integral part of economics. Economics and mathematical skills, models, and concepts provide the knowledge and skills that students will use as savers, investors, consumers, producers, employees, and participants in an increasingly global marketplace.

Arizona Social Studies Standards Articulated by Grade Level that use math concepts in the Economics Strand include but are not limited to the following:

## **Strand 5: Economics**

### **Concept 1: Foundations of Economics**

- PO 1. Analyze the implications of scarcity:
  - c. Marginal analysis by producers, consumers, savers, and investors
- PO 2. Analyze production possibilities curves to describe opportunity costs and trade-offs.
- PO 5. Interpret economic information using charts, tables, graphs, equations, and diagrams.

### **Concept 2: Microeconomics**

- PO 1. Describe how the interdependence of both households and firms is affected by trade, exchange, money and banking.
- PO 2. Describe how markets function:
  - a. laws of supply and demand
  - b. how a market price is determined
  - c. graphs that demonstrate changes in supply and demand
- PO 3. Describe how government policies influence the economy
  - a. need to compare costs and benefits of government policies
  - b. effects of progressive, proportional, and regressive taxes on different income groups.

### **Concept 3: Macroeconomics**

- PO 1. Determine how inflation, unemployment and gross domestic product statistics are used in policy decisions.
- PO 2. Explain the effects of inflation and deflation on different groups (e.g., borrowers v. lenders, fixed income/cost of living adjustments).

### **Concept 4: Global Economics**

- PO 3. Describe the effects of international trade on the United States and other nations:
  - d. how exchange rates work and how they affect international trade
  - e. how the concepts of balance of trade and balance of payments are used to measure international trade

### **Concept 5: Personal Finance**

- PO 5. Explain the risk, return and liquidity of short- and long-term savings and investment vehicles.
- PO 6. Identify investment options, (e.g., stocks, bonds, mutual funds) available to individuals and households.

Economics **reinforces** a number of the Arizona Mathematics Standards Articulated by Grade Level including but not limited to the following:

## **Strand 2: Data Analysis, Probability, and Discrete Mathematics –**

### **Concept 1: Data Analysis**

- PO 2. Organize collected data into an appropriate graphical representation.
- PO 3. Display data as lists, tables, matrices, and plots
- PO 5. Draw inferences from charts, tables, graphs, plots, or data sets.

## **Strand 3: Patterns, Algebra, and Functions**

### **Concept 2: Functions and Relationships**

- PO 2. Describe a contextual situation that is depicted by a given graph.

- PO 3. Identify a graph that models a given real-world situation.
- PO 4. Interpret the relationship between data suggested by tables/matrices, equations, or graphs.

Thank you for your consideration of this important proposal to change the current high school graduation requirements. We feel our communities and state will benefit from a better-informed citizenry.

**BOARD ACTION REQUESTED: ☒ INFORMATION ☐ ACTION/DESCRIBED BELOW**

**Attachments:    Yes ☐    No ☒**